DOCUMENT RESUME

ED 099 325 95 SP 008 628

AUTHOR	Harste, Jerome C.; Newman, Anabel P.
TITLE	Project RELATE: First Year Follow-Up. Teacher Education Forum Series. Vol. 2, No. 16.
INSTITUTION	Indiana Univ., Bloomington. School of Education.
SPONS AGENCY	Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.
PUB DATE	May 74
GRANT	OEG-0-72-0492-725
NOTE	17p.; For related documents, see ED 075 913, 076 572, 089 237, 096 262-271, and SP 008 614-636
EDRS PRICE	MF-$0.75 HC-$1.50 PLUS POSTAGE
DESCRIPTORS	*Field Experience Programs; Followup Studies; Language Arts; *Performance Based Teacher Education; Program Evaluation; Reading; *Student Reaction

ABSTRACT

Student satisfaction was used as an interim success criterion of competency-based instruction in this evaluation of the 1972-73 Reading and Language Arts Teacher Education (RELATE) project. Project RELATE is a field-oriented, competency-based teacher education curriculum developed by the Indiana University system. Students (N=30) enrolled as college juniors in 1972-73 were surveyed as seniors and asked to compare competency-based and traditional methods course work in terms of their perceived value in effecting teaching proficiency and personal growth. The results of the survey show that students were satisfied with and support competency-based instruction and indicate that further explorations in this area should be made by program developers. (Author/HMD)

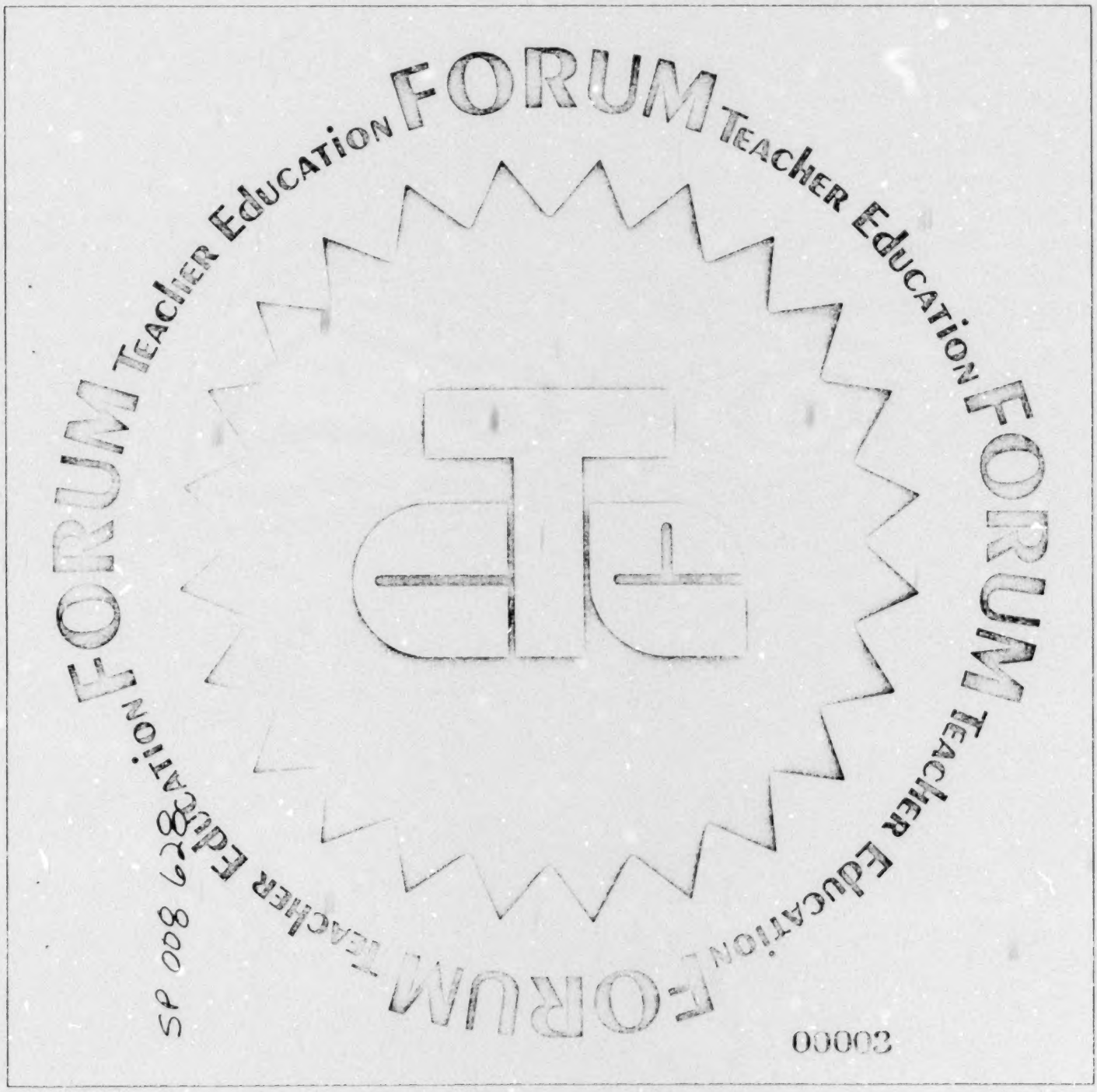
ED 099325

BEST COPY AVAILABLE

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Division of Teacher Education

Indiana University/Bloomington



SP 008 279

BEST COPY AVAILABLE

TEACHER EDUCATION FORUM

The *Forum Series* is basically a collection of papers dealing with all phases of teacher education including inservice training and graduate study. It is intended to be a catalyst for idea exchange and interaction among those interested in all areas of teacher education. The reading audience includes teachers, school administrators, governmental and community administrators of educational agencies, graduate students and professors. The *Forum Series* represents a wide variety of content: position papers, research or evaluation reports, compendia, state-of-the-art analyses, reactions/critiques of published materials, case studies, bibliographies, conference or convention presentations, guidelines, innovative course/program descriptions, and scenarios are welcome. Manuscripts usually average ten to thirty double-spaced typewritten pages; two copies are required. Bibliographical procedures may follow any accepted style; however, all footnotes should be prepared in a consistent fashion. Manuscripts should be submitted to Richard A. Earle, editor. Editorial decisions are made as soon as possible; accepted papers usually appear in print within two to four months.

RICHARD A. EARLE, editor
Indiana University

LEO C. FAY
director-dte

HAROLD HARTY
assoc. director
dissemination-dte

TOBY BONWIT
copy editor-dte

ADVISORY BOARD

ROGER EMIG
City of E. Chicago (Ind.)

GENE FARIS
Indiana University

DAVID GLIESSMAN
Indiana University

EDWARD JENKINSON
Indiana University

CARMEN PEREZ
Indiana University

ROBERT RICHEY
Indiana University

SIV THIAGARAJAN
Indiana University

RONALD WALTON
Bloomington (Ind.) Schools

Produced by the Division of Teacher Education, Indiana University-Bloomington, a component of the School of Education, supported in part by way of an Institutional Grant (OE-OEG: 0-72-0492:725) with funds from the United States Department of Health, Education, and Welfare--Office of Education, under the provisions of the Bureau of Educational Personnel Development as a project. The opinions expressed in this work do not necessarily reflect the position or policy of the Office of Education, and no official endorsement by the Office of Education should be inferred.

00004

BEST COPY AVAILABLE

PROJECT *RELATE*:

FIRST YEAR FOLLOW-UP

JEROME C. HARSTE

ANABEL P. NEWMAN

division of teacher education
309 education building
indiana university
bloomington, indiana 47401

May 1974

Volume 2 Number 16

00005

THE 1972-73 PROJECT

In 1972-73, thirty students were enrolled in Project RELATE (a field-centered and competency-based reading and language arts teacher education curriculum developed by the Indiana University system). Operationally, Project RELATE combined language arts methods and student teaching (24 semester hours credit) during the junior year. Students enrolled in Project RELATE committed four mornings a week to the project throughout the year. During the time given to the project, students received their methods instruction and immediately applied these learnings in supervised field experiences in selected elementary classrooms.

Descriptively, Project RELATE consists of a multi-media set of teacher training materials including student guides, instructor's manual, and support materials (Newman, Harste and Stowe, 1973a, 1973b, 1972-73, 1974). Project RELATE materials reflect a number of beliefs about teacher education including the beliefs that:

1. the content, or what is taught, is of much consequence in that teaching is a highly cognitive process (Fay, Harste, Newman, 1973).

2. the setting, or where what is taught is taught, determines the perceived meaningfulness of the content and ought to permit and assist the long-term mastery of teaching competencies (Newman and Harste, 1973).

3. the procedure, or how what is taught is taught, ought to assist the student in organizing concepts and developing a viable approach to teaching (Harste and Newman, 1973).

Operationally RELATE is built around three approaches: (1) a process approach to instruction, (2) a decision-making approach to teaching, and (3) a competency-based approach to teacher preparation. These approaches move the student systematically through eleven units, from a highly structured to a less structured situation, from little independence to much self-direction, from experience in making decisions regarding one learner to experience in making decisions regarding several learners. Readers interested in a more detailed description of the project are invited to examine the project materials and refer to existing publications (Newman and Harste, 1972; RELATE Team, 1973).

THE STUDY

Project RELATE started in fall of 1972 with 30 students (29 undergraduate students and one graduate student). During the fall and early spring semesters, four students dropped the program:

JEROME C. HARSTE is *associate professor of education* and *co-director of project RELATE*. ANABEL P. NEWMAN is *associate professor of education* and *co-director of project RELATE*. Both are faculty members of the Division of Teacher Education, Indiana University, Bloomington, Indiana.

- one was heavily involved in another field-based program at the same time and could not keep up with the demands of RELATE. She dropped the program midway through the fall semester.

- one completed the first semester, but had program complications and decided to take courses on campus during the second semester.

- two were unable to meet RELATE program demands and were counseled to leave the program.

The findings reported here reflect data solicited in October 1973 from the 26 students who successfully completed the program. Although data were not resolicited, changes in status which are known to have occurred during the course of the study are reflected in the data. A copy of the cover letter and questionnaire used in the study can be found in Appendix A. A total of 23 students returned questionnaires. This figure represents 89% of the sample.

FINDINGS

Current Status and Plans:

As expected, 19 students (83% of sample) reported they were currently completing their last year of undergraduate study. Contrary to convention, however, 3 students (13%) reported they were already teaching. One student, while reportedly seeking a teaching position, to date had been unsuccessful and was engaged in part-time work and part-time graduate study.

When asked about career plans, 21 students (91%) reported that they planned to follow through with their career choice of teaching. Two students (8.7%) reported that their career plans would be or already had been altered by their husband's career plans, and that they saw themselves involved in an activity other than teaching next year.

Four students (17.4%) reported they had begun their graduate work on a part-time basis (one in elementary education; three in reading education). Two persons (8.7%) were anticipating beginning graduate work in other areas (law and medicine) after some initial teaching experience. Taken together, six students (26%) reported definite plans regarding graduate study including the identification of program areas in which such study would be undertaken.

Methods Course Opinionnaire:

Subjects were asked to respond to four tasks in the opinionnaire section of the follow-up questionnaire: (1) rank order the methods courses taken in terms of how content was valued in effecting teaching proficiency; (2) rank order the methods courses taken in terms of how content was valued in effecting personal growth; (3) describe the difference between a "good" and a "less good"

methods course; and (4) provide other responses which might help develop better teacher education programs.

The responses given to the first task and shown in Table 1 indicate that 22 students (96%) perceived reading/language arts methods to have been more beneficial to the development of their teaching proficiency than any other methods course taken. One student indicated that science methods had been more beneficial in developing teaching proficiency.

TABLE 1

NUMBER OF STUDENTS AND THEIR RANKING OF METHODS COURSES IN TERMS OF THEIR DEVELOPMENT OF TEACHING PROFICIENCY AND PERSONAL GROWTH

AREA / GROWTH DIMENSION	Mathematics	Reading/ Language Arts	Science	Social Studies
	Rank-N	Rank-N	Rank-N	Rank-N
Teaching Proficiency	0-1 1- 2-7 3-6 4-2 *NA-7 N=23	0- 1-22 2- 1 3- 4- NA- N=23	0-1 1-1 2-7 3-6 4-3 NA-5 N=23	0-2 1- 2-6 3-5 4-5 NA-5 N=23
Personal Growth	0-1- 1- 2-6 3-5 4-4 NA-7 N=23	0- 1-22 2- 1 3- 4- NA- N=23	0-2 1-1 2-9 3-5 4-1 NA-5 N=23	0-4 1- 2-4 3-5 4-5 NA-5 N=23

*Not Applicable - Categorization used when students had not taken the methods course in this area.

In terms of personal growth, the same 22 students (96%) suggested that they had grown personally more while taking their methods work in reading/ language arts than had been the case while taking other methods courses. Interestingly, seven students questioned whether or not personal growth could be considered a dimension of some of their methods courses.

While the data as reported in the reading/language arts area suggest that students who believed they grew professionally also believed they grew personally, such one-to-one correspondence was not true in other methods areas.

Some students for example rated mathematics second in professional growth, but rated mathematics as having no value with regard to personal growth.

Students were asked to describe those things which they believed made the difference between a "good" and a "less good" methods course. Student comments to this question were categorized in terms of the beliefs about teacher education which are reflected in the RELATE materials. Table 2 shows this categorization and indicates that the majority of student comments fall easily within or among one or more of these areas. Seven student comments (30.4%) fell outside this scheme. All statements falling outside this scheme dealt with the influence and importance of the instructor in the determination of a "good" methods course.

TABLE 2

NUMBER AND PERCENTAGE OF STUDENT COMMENTS WHICH MAKE REFERENCE TO BELIEFS IN PROJECT RELATE ABOUT TEACHER EDUCATION

BELIEFS	N	%
The content, or what is taught, is of much consequence in that teaching is a highly cognitive process.	16	69.6
The setting, or where what is taught is taught, determines the perceived meaningfulness of the content and ought to permit and assist the long-term mastery of teaching competencies.	15	65.2
The procedure, or how what is taught is taught, ought to assist the student in organizing concepts and developing a viable approach to teaching.	19	82.7
Other	7	30.4

Students were asked to add other responses which they felt might assist teacher educators in the development of better programs of teacher education. Eleven students (47.8%) made recommendations which suggested the permanent implementation of some aspect or component characteristic of the 1972-73 RELATE Program:

- I firmly believe a field-based program is most effective.

- Make people (students) develop their ideas after being exposed to a variety of opinions. Be sure they are self-dependent in the sense that they can function as a classroom teacher without a step-by-step command from a methods professor. Too many people have told me, "Methods courses give a lot of valuable information but they forget to tell me how to teach a class." For this reason I believe that every methods course should require some degree of "field" based experience.

- I think all prospective teachers should go through special programs (i.e., RELATE, Professional Year, Multicultural, etc.) rather than the standard student teaching program. I grew both personally and professionally in a way I never could have in a regular student teaching program. I found that I got a lot more out of my methods classes also.

- More practical experiences--going out to schools to teach more than one lesson.

- More should be done to get students out in schools in their junior year.

- So far the RELATE experience has been the most broad, practical and helpful in preparing me for teaching. It would be great to see more methods courses incorporated into it.

- I think methods would be most beneficial if they would be combined in a group project that could spend half of the allotted time in the schools with the students.

- Instructors should not treat students as if they were 2nd graders and brainless; only professors should teach methods; there should be limited entrance to the field--get rid of those who want to use teaching as an insurance policy. They give education a bad name. RELATE (no bull) was the best thing that happened to me.

- On location experience proved in my case to have been invaluable. It develops a new perspective of the realities of teaching and shows that no theory of instruction is "cut and dry" if it isn't flexible enough to accommodate the individual pupil.

- I think all methods should include more emphasis on grade level of materials and curriculum. More work in classrooms is a must for all methods courses. Perhaps 9 hours of how to teach followed by actual student teaching 3 to 4 semesters with reports and data due at regular intervals (RELATE style).

- I have found my other methods courses much more meaningful having previously done my student teaching.

Five students (21.7%) suggest other improvements:

- Many of the methods courses seem to be short in both materials and approaches.
- For those students who have been instructed in the RELATE process, some type of consistency should be developed so that they can continue implementing the process in their other methods.
- More experience in the schools all during the education program.
- I believe attitude to be just as important as learning techniques. A "good" technique must be accompanied by a "good" attitude displayed by the instructor. A team is not going to perform well if the coach has a "bad" attitude toward the team. Let's display a "positive" attitude in the affective domain.
- I believe the way children's literature is taught at IU is a serious mistake--it is a crash course. More knowledge and research on what is available in literature is needed--plus maybe some practice in oral reading.

IMPLICATIONS

Current Status and Plans:

The data reported imply that programs such as RELATE taken in the junior year serve a strong motivating function for undergraduate majors. While teacher trainees are typically finishing their undergraduate programs during the fourth year, 17% of the RELATE students had already completed their undergraduate degree. Further, the findings suggest that undergraduate programs such as RELATE may motivate students towards graduate work and may encourage them to seek training in the major areas emphasized in the program.

Taken together, the data presented in this section suggest that one year after the project's completion, RELATE students remain highly motivated young professionals who report a strong commitment to both teaching and the profession.

Opinionnaire:

To a large degree the data reported in this section speak for themselves. Student responses from a reading and language arts perspective are overwhelmingly positive. Not only do RELATE students perceive and value their experiences highly, but analysis of their comments indicates that much of what they perceive as needed changes in teacher education had been built into the 1972-73 operational model of Project RELATE.

CONCLUSIONS

The findings and implications reported in this survey are overwhelmingly supportive of the 1972-73 RELATE Program. These findings and implications are especially encouraging for anyone who has devoted time and energy to the improvement of undergraduate college instruction or the development of teacher training materials. At a minimum, the findings suggest that departments might be well served to study the 1972 RELATE model as they attempt to improve undergraduate instruction. Likewise graduate program areas interested in the early recruitment and identification of students may be well served to promote a model such as RELATE.

What remains to be seen, of course, is whether RELATE students make a difference as elementary classroom teachers. Such follow-up studies are currently being planned. Many will argue, and we agree, that until evidence is shown documenting that these students have a greater positive influence on pupil growth and learning, nothing is settled. Nonetheless, it is encouraging to know that one year after the completion of Project RELATE, students remain positive and perceive their experience comparatively as extremely worthwhile. Who knows? Positive perception may be a first and necessary ingredient to positive progress.

BIBLIOGRAPHY

Fay, Leo; Harste, Jerome C., and Newman, Anabel P. "Teacher Preparation -- Retrospect and Prospect." Florida Reading Quarterly 10:1, 5-8. October, 1973.

Harste, Jerome C., and Newman, Anabel P. "Project RELATE: An Identification and Test of Some Propositions Regarding the Preparation of Teachers," Teacher Education Forum 1:7, May, 1973.

Newman, Anabel P., and Harste, Jerome C. "A Process Approach to Teacher Education." Viewpoints 48: 51-59, September, 1972.

Newman, Anabel P., Harste, Jerome C., and Stowe, Richard. "Project RELATE Instructor's Manual - Units I-XI." Field Services Department, Audio-Visual Center, Indiana University, Bloomington, Indiana (Spring, 1974).

Newman, Anabel P., and Harste, Jerome C. "Project RELATE: Operationalizing a Process Approach to Reading/Language Arts Teacher Education." Teacher Education Forum 1:6, May, 1973.

Newman, Anabel P., Harste, Jerome C., and Stowe, Richard. "Project RELATE Student Guide--Units I-IV." Field Services Department, Audio-Visual Center, Indiana University, Bloomington, Indiana (Summer, 1973a).

Newman, Anabel P., Harste, Jerome C., and Stowe, Richard. "Project RELATE Student Guide--Units V-XI." Field Services Department, Audio-Visual Center, Indiana University, Bloomington, Indiana (Summer, 1973b).

Newman, Anabel P., Harste, Jerome C., and Stowe, Richard. "Project RELATE Support Materials." Field Services Department, Audio-Visual Center, Indiana University, Bloomington, Indiana (1972-73).

RELATE Team. "RELATE Competencies and Enablers Statements." Teacher Education Forum 1:5, April, 1973.

APPENDIX A

"Cover Letter and Questionnaire"

INDIANA UNIVERSITY
School of Education
EDUCATION BUILDING
BLOOMINGTON, INDIANA 47401

TEL NO 812 337-3468

Dear Former Relaters,

We hope you have had a pleasant summer. By now you should be busily engaged in whatever it is you decided to engage yourself. It is precisely for this reason -- to find out what you are currently doing and thinking -- that we are writing.

Because you will always be "The" Relate Students and not just Relate Students, we would greatly appreciate your helping us keep in very close contact with you. If you ever change your address or what it is you're doing, please drop us a line. We'd love to hear from you.

To bring our information up-to-date we would greatly appreciate your taking some time to complete the following questionnaire. The questionnaire itself can be described as "short and sweet". When you finish, drop it in the self-addressed envelope which is enclosed and mail or bring the information back to us.

Because no transaction should be one-sided, we are including a copy of a speech given by Drs. Eller and Farr for your reading enjoyment.

Thank you.

Cordially,

Jerome C. Harste
Anabel P. Newman

00015

PROJECT RELATE
FOLLOW-UP QUESTIONNAIRE #1

DEMOGRAPHIC DATA

Directions: The following items can be completed, in most cases, with a check (✓) followed by a short statement of explanation. Please complete all items.

1) Name and Current Address: _____

_____

_____

Telephone Number: _____ (Area Code) _____

2) Current Status:

_____ Undergraduate

_____ Graduate
(If checked, please indicate area of study and place of study.)

_____

_____ Employed
(If checked, please explain.)

_____

_____

3) After Graduation Plans

_____ Teaching
(If checked, where are you seeking employment?)

_____

_____

(If checked, what steps have you taken to date in seeking a position?) _____

_____

_____ Graduate School
(If checked, please indicate area of study and place of study.)_____

_____

_____ Employment (Other Than Teaching)
(If checked, please explain) _____

_____

_____

_____

_____

_____

_____ Other
(Please explain) _____

_____

_____

_____

OVER

00016

METHODS COURSE OPINIONNAIRE

4) Please rank order the methods courses you've had from high to low as to how you value their content in terms of your own teaching proficiency. (Use "1" to indicate the best course in the series, "2" to indicate the second best, and so on. Use the letters "NA" to indicate that you have not taken this methods class.)

_____ Mathematics
_____ Reading/Language Arts
_____ Science
_____ Social Studies

5) Using the same marking procedure as in item 4, rank order the methods courses you've had from high to low as to how you value their content in terms of personal growth.

_____ Mathematics
_____ Reading/Language Arts
_____ Science
_____ Social Studies

6) Now that you have rank ordered the methods courses, describe those things or aspects which you believe really make a difference between a "good" and a "less good" methods course.

_____
_____
_____
_____

7) Please add any other responses which you may have at this time which might help us develop better teacher education programs.

NEWS FLASHES!!

-- RELATE Student Guides are now available (for money!) in the Indiana Memorial Union Bookstore if you'd like to see how they look in book format.

-- The RELATEMOBILE is now housed in Education 022 and is being used on a self-instructional basis with four classes.

03017